

Student Success Game Changers: Practical & Proven Strategies for Elevating Your Student Success Game

MONDAY, APRIL 4, 2016

7:30 – 9:00 a.m. Grand Ballroom Foyer	Registration Opens Continental Breakfast (8:00 – 9:00)
9:00 – 10:15 a.m. Grand Ballroom (First Floor)	<p>Opening Plenary</p> <p>Welcome Robert L. King President, Council on Postsecondary Education</p> <p>Elevating Student Success at Arizona State University: Practical & Proven Strategies Elizabeth Capaldi Phillips, Ph.D. University Professor, Provost Emerita, and Professor Psychology Arizona State University and Frederick Corey, Ph.D. Vice Provost for Undergraduate Education Arizona State University</p> <p>Arizona State University increased its four-year graduation rates for first-time full-time freshmen from 28% for its Fall 2000 cohort to 45% for its Fall 2009 cohort. In that same time frame, graduation rates for first-time full-time minority students increased at an even steeper pace—from 19% for the Fall 2000 cohort to 40% for the Fall 2009 cohort. These accomplishments in student success were not attained via exclusion as ASU enrollment increased by over 36% and the population became increasingly more diverse and economically disadvantaged. Drs. Phillips and Corey will share their insights and lessons learned from the efforts that elevated student success at ASU.</p>
10:15 – 10:45 a.m. Grand Ballroom	<p>Q & A with Elizabeth Capaldi Phillips and Frederick Corey Dr. Capaldi and Dr. Corey will be available to answer audience questions.</p>
10:45 – 11:00 a.m.	Break and Time to Visit Exhibitors

AGENDA



11:00 a.m. – 12:15 p.m.	Concurrent Sessions
<p>Bluegrass Salon AB Session 1</p>	<p>Meta-Majors: From Exploration to Success Frederick Corey, Vice Provost for Undergraduate Education Arizona State University</p> <p>Participants will hear about one dimension of ASU’s concerted efforts to increase student success rates – the implementation of meta-majors. <i>Exploratory Tracks</i> allow students to choose from an initial set of broad academic pathways that lead to specific academic programs. For example, a student may choose the <i>Exploratory Track</i> in Fine Arts, Humanities, and Design. After some exploration, the student may choose to major in Music, Latin American Studies, or History. Dr. Corey will discuss the benefits of this program to students and to the institution as well as issues to consider before implementing meta-majors.</p>
<p>Bluegrass Salon C Session 2</p>	<p>Moving from Diversity to Inclusion: Getting the Best Out of Your “Players” Blane Harding, Director of the Center for Student Cultural Diversity University of Nevada, Reno</p> <p>Diversity is an inclusive community of people with varied characteristics, ideas and world views. Inclusion puts the concept of diversity into action by creating an environment that harnesses knowledge derived from life experience to create the best and most productive environment for everyone. In order to facilitate student success, it is necessary to build strong relationships with all stakeholders. The more space we create for individuals to explore their identities, the stronger the relationships will be. We must develop leadership qualities that can address the structural problems that continue to stand in the way of achieving greater educational and social equality.</p>
<p>Bluegrass Salon DE Session 3</p>	<p>Helping Adult Students Achieve Success: What Works and What Doesn’t Shirley Adams, Provost Charter Oak State College</p> <p>Adult students are an important element of the campus community. Retention of these students has been studied and discussed for decades. Everyone is looking for that magic bullet because we all know that it is less expensive to retain students than it is to recruit students. We also know that a successful student is our best marketing tool. So how do we retain them? What works? What doesn’t work? And how do we know? What is success? This session will explore a number of programs and initiatives that have worked and some that have failed. It will also provide the participants an opportunity to share and learn from each other.</p>

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<p>Colonel Room Session 4</p>	<p>Improving Teaching and Learning Through Signature Assignments Natasha Jankowski, Assistant Director National Institute of Learning Outcomes Assessment</p> <p>Signature assignments result in the types of work that students and professors would most like to present to others as evidence of accomplishment. Signature assignments aid students in their mastery of the essential learning outcomes of a program or course and help faculty gather meaningful evidence of student learning that can be used to improve instruction, curriculum, and program-level outcomes. This session will introduce participants to signature assignments, their design and utility, and provide participants with example signature assignments from a variety of disciplines.</p>
<p>12:15 – 1:15 p.m. Grand Ballroom</p>	<p>Lunch</p>
<p>1:15 – 1:30 p.m.</p>	<p>Break and Time to Visit Exhibitors</p>
<p>1:30 – 2:45 p.m.</p>	<p>Concurrent Sessions</p>
<p>Salon AB Session 1</p>	<p>Meta-Majors: Increasing Student Success through Engagement and Informed Choice Blake Johnson Complete College America</p> <p>Meta-majors allow undeclared students to choose from among an initial set of broad academic pathways that lead to academic programs. For example, first-year students may choose a meta-major in a broad area, such as STEM or social sciences, and then narrow into a more specific major, such as chemistry or psychology. This session will draw upon the experiences of several institutions that have created and implemented meta-majors. The creation of meta-majors, which have been shown to benefit both students and institutions, will be discussed within the context of other changes taking place within these institutions.</p>
<p>Salon C Session 2</p>	<p>Moving from Diversity to Inclusion: Getting the Best Out of Your “Players” Blane Harding, Director of the Center for Student Cultural Diversity University of Nevada, Reno</p> <p>Diversity is an inclusive community of people with varied characteristics, ideas and world views. Inclusion puts the concept of diversity into action by creating an environment that harnesses knowledge derived from life experience to create the best and most productive environment for everyone. In order to facilitate student success, it is necessary to build strong relationships with all stakeholders. The more space we create for individuals to explore their identities, the stronger the relationships will be. We must develop leadership qualities that can address the structural problems that continue to stand in the way of achieving greater educational and social equality.</p>

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<p>2:45 – 3:00 p.m.</p>	<p>Break & Time to Visit Exhibitors</p>
<p>3:00 – 4:15 p.m. Grand Ballroom</p>	<p>Student Success Analytics Vince Kellen, Senior Vice Provost University of Kentucky</p> <p>In recent years, the University of Kentucky has focused efforts on data analytics to improve student learning and success. Innovations include integrating data from multiple sources, including data gathered from the myUK Mobile application, and the developing of a community of practice around "community-sourced" analytics. Dr. Kellen will explore the utility of these analytics, which include a better understanding of course enrollment patterns, explain the effects of readiness and study session participation on second-year retention, and recommend methods to reach the "murky middle."</p>
<p>4:15 – 5:30 p.m. Grand Ballroom Foyer</p>	<p>Poster Session and Reception</p>

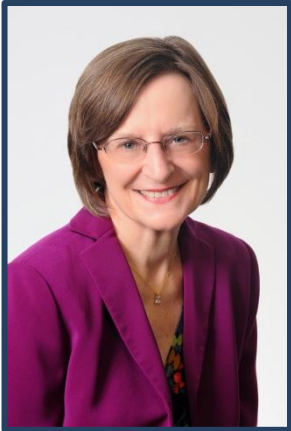
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TUESDAY, APRIL 5, 2016

7:00 – 8:00 a.m. Bluegrass Ballroom	Breakfast
8:00 – 9:30 a.m. Grand Ballroom	<p>Rethinking the Culture of STEM Education in America: Promoting Student Success and Minority Achievement Freeman Hrabowski, President University of Maryland, Baltimore County</p> <p>Rapid and dramatic demographic and technological changes present our nation's schools and universities with enormous challenges for preparing students – particularly those from diverse backgrounds – for careers in science, technology, engineering, and math (STEM) fields. Over the past four decades, Dr. Hrabowski has studied minority student achievement, focusing special attention on the participation and performance of African Americans in STEM fields. Drawing on the success of UMBC's Meyerhoff Scholars Program, a national model for preparing high-achieving minority science and engineering students, and the National Academies' report, <i>Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads</i>, he will discuss innovation in undergraduate STEM education that promotes student success, inclusive excellence, and achievement for all students.</p>
9:30 – 10:30 a.m. Grand Ballroom	<p>Campus Team Reflection and Discussion of Next Steps Session Facilitated by CPE Staff</p>
10:30 – 10:45 a.m.	Break
10:45 – 11:45 a.m. Grand Ballroom	<p>Showcase of Best Practices in Kentucky</p> <p>Retention without Remediation: An Alternative Approach to Developmental Reading Pam Petty and Daniel Super, Western Kentucky University</p> <p>Reverse Transfer: Best Practice and Outcomes for Both Two-Year and Four-Year Institutions Cassie Poole, Jefferson Community & Technical College Wes Partin, University of Louisville</p>
11:45 a.m.–12:15 p.m. Grand Ballroom	<p>Closing Plenary Tori Murden McClure, President Spalding University</p>
12:15 p.m. Bluegrass Ballroom	Lunch

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Shirley M. Adams, Provost at Charter Oak State College, earned her Ph.D. in Professional Studies with an emphasis on adult and vocational education from Iowa State University and M.A. in Education with an emphasis on community college and higher education administration from the University of Iowa. Her career includes administering programs for adults from adult basic education to graduate education, in public and private settings, at two and four year colleges/universities, and on ground and online. She was instrumental in bringing online learning to Charter Oak, revamping the student support services, and gaining approval to offer graduate-level programs. She is an advocate for adult students. That advocacy has recently culminated in gaining scholarships for prior learning assessment at her college, expanding prior learning and online learning acceptance throughout Connecticut by participating in Department of Labor grants, expanding the acceptance of competency-based education as a founding member of the Competency-Based Education Network, and administering Connecticut's Go Back To Get Ahead project to help adults return to college.

Frederick C. Corey is Vice Provost for Undergraduate Education at Arizona State University. He focuses on undergraduate student success through academic advising, degree planning, and major and career exploration. He received a B.S. in political science from Central Michigan University, M.S. in communication from Southern Illinois University, and Ph.D. in communication from the University of Arizona. His research and instruction interests focus on communication and culture with emphases on ethnographic writing, cultural performance and narrative. Dr. Corey has published widely in journals and edited collections in communication studies. His articles have appeared in *Text and Performance Quarterly*, *Canadian Journal of Political and Social Theory*, *Western Journal of Communication*, *Journal of Homosexuality*, *Communication Studies*, and *Communication and the Disenfranchised*. His work in HIV education has been funded by the Centers for Disease Control and Prevention, and he is editor of *Text and Performance Quarterly*.



Blane Harding is the Director of the Center for Student Cultural Diversity at the University of Nevada Reno. He previously served as the Director of Multicultural Affairs at the University of Kansas. In 2012, after 24 years of service, he retired from Colorado State University where he served as the Director of Advising, Recruitment, and Retention for the College of Liberal Arts. Mr. Harding also serves as a consultant for private companies and has worked with over 50 institutions of higher learning across the country. He has taught courses in African American History and Ethnic Studies for the past 25 years and has served as a retention faculty member with the Council for Opportunity in Education, which oversees the national TRIO programs. He is also a leader within the National Academic Advising Association (NACADA), having served as past Chair of that organization's Summer Institute Advisory Board and as the

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former Chair of the Multicultural Concerns Commission. He has published several articles on diversity, multicultural advising, and advisor training. His most recent publication, co-authored with Marsha Miller, is titled “Cultivating the Potential in At-Risk Students,” *NACADA Pocket Guide Series*, Spring 2013.



Dr. Freeman A. Hrabowski, President of the University of Maryland, Baltimore County since 1992, is a consultant on science and math education to national agencies, universities, and school systems. He was named by President Obama to chair the newly created President’s Advisory Commission on Educational Excellence for African Americans. He also chaired the National Academies’ committee that produced the report, *Expanding Underrepresented*

Minority Participation: America’s Science and Technology Talent at the Crossroads (2011). Named one of the 100 Most Influential People in the World by *TIME* (2012) and one of America’s Best Leaders by *U.S. News & World Report* (2008), he also received TIAA-CREF’s *Theodore M. Hesburgh Award for Leadership Excellence* (2011), the Carnegie Corporation’s *Academic Leadership Award* (2011), and the *Heinz Award* (2012) for contributions to improving the “Human Condition.” UMBC has been recognized as a model for inclusive excellence by such publications as *U.S. News*, which the past seven years has recognized the institution as a national leader in academic innovation and undergraduate teaching.

Natasha Jankowski, Associate Director of the National Institute for Learning Outcomes Assessment (NILOA), has presented at numerous national conferences and written various reports for NILOA. Her main research interests include assessment and evaluation, organizational evidence use, and evidence-based storytelling. She holds a Ph.D. in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in philosophy from Illinois State University. She previously worked for GEAR UP Learning Centers at Western Michigan University and worked with the Office of Community College Research and Leadership to study community colleges and public policy.



Blake Johnson serves as Complete College America’s Communications Director. He manages the organization’s media and communications strategy, oversees the production of reports and major publications, and serves as the organization’s primary spokesman. Additionally, he manages a portfolio of states as they work with CCA to implement strategies that boost college completion rates. Prior to joining CCA, Mr. Johnson served as communications director and senior advisor for a member of the United States Congress. He has also served as a speechwriter, on-the-record spokesman, and policy advisor to candidates and elected officials at the local, state and federal levels. When not working at CCA, Blake is also an elected member of the Indianapolis City Council.

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Vince Kellen is the Senior Vice Provost for Analytics and Technologies at the University of Kentucky. His areas of responsibility include institutional research and analytics, enterprise software, research computing, academic technology, IT infrastructure and cloud services. He is a Fellow of the Cutter Business Technology Council and a Senior Consultant with Cutter's Business Technology Strategies practice. He currently teaches in UK's College of Communications on IT and strategy and previously taught at DePaul University's College for Computing and Digital Media. Dr. Kellen is a recipient of the coveted CIO Magazine Top



100 award in 2007 and 2014, was one of InformationWeek's Chiefs of the Year in 2013, received the Computerworld Honors Laureate award in 2013, and was one of four recipients selected globally for Dell's 2012 Transformational CIO award. Dr. Kellen has served on advisory boards to top IT companies including Dell, SAP, Microsoft, AT&T and Apple and co-hosts with IT futurist Thornton May, a regional Kentucky CIO forum called The CIO Practicum. He has written four books on database technology and more than 250 articles and presentations on IT and business strategy topics. He earned a Ph.D. in computer science (human-computer interaction), a M.S. degree in e-commerce and a B.A. degree in communications, all from DePaul University.



Robert L. King became the third president of the Kentucky Council on Postsecondary Education in January 2009. Since then, he has led statewide efforts to work collaboratively with his counterparts in K-12 education, focused campus attention on student success, and encouraged significant changes in teacher and principal training. He was elected to the Executive Committee of the national organization that serves State Higher Education Executive Officers (SHEEO), and served as its chair in 2015. Mr. King is the former Chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world. More recently, he served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation focused on education, economic development, and scientific research. He currently serves on the boards of the National Center on

Education and the Economy and of A.T. Still University, a specialized university dedicated to training physicians, dentists and other professionals in the provision of "whole person" health care in Missouri and Arizona. He received a Bachelor of Arts degree in 1968 from Trinity College in Hartford, Connecticut and a Juris Doctor in 1971 from the Vanderbilt University School of Law.

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Tori Murden McClure is the President of Spalding University in Louisville, Kentucky and served for six years as the Vice President for External Relations, Enrollment Management, and Student Affairs. She has worked as chaplain of Boston City Hospital, as policy assistant to the Mayor of Louisville, director of a shelter for homeless women, and with the boxer and humanitarian Muhammad Ali. She may be best known as the first woman and first American to row solo and unassisted across the Atlantic Ocean. She is also the first woman and first American to travel over land to the geographic South Pole. President McClure is a graduate of Smith College, holds a Masters in Divinity from Harvard Divinity School, a Masters of Fine Arts in Writing from Spalding University, and a Juris Doctorate from the University of Louisville Brandeis School of Law. Her book *A Pearl in the Storm* was published by Harper Collins.



Elizabeth D. "Betty" Capaldi Phillips is a University Professor, Provost Emerita, and Professor of Psychology at Arizona State University. She served as Executive Vice President and Provost at Arizona State University from 2006-2014. Prior to coming to ASU, she served as Vice Chancellor and Chief of Staff of the State University of New York (2003-2006), Provost at the University at Buffalo, SUNY (2000-2003), and Provost at the University of Florida (1996-2000). She previously held an appointment on the faculty at Purdue University where she played a leadership role by serving as head of the Department of Psychological Sciences and Assistant Dean of Purdue's Graduate School. She has contributed over 80 chapters and articles to the scientific literature, co-authored three editions of an introductory psychology textbook, and edited two books on the psychology of eating ("Why We Eat What We Eat: The Psychology of

Eating" and with T. L. Powley "Taste, Experience and Feeding"). She is the inventor of eAdvisor, a comprehensive planning and analysis tool for students, faculty and advisors. She is Past President of the American Psychological Society (2000-2001) and of the Midwestern Psychological Association (1991). In recognition of her work, Dr. Capaldi has been elected to Fellow Status in the American Psychological Association, the American Psychological Society, and the American Association for the Advancement of Science. She received her bachelor's degree from the University of Rochester and her Ph.D. degree in experimental psychology from the University of Texas at Austin.



Special Thanks

The Council on Postsecondary Education staff recognize and thank the representatives who serve on our statewide committees. We greatly appreciate the expertise, time, and effort these members contribute to increasing student success in the Commonwealth. We also thank the members of the Council on Postsecondary Education and members of the Committee on Equal Opportunities for their expertise and dedication to postsecondary education and student success. Special thanks to the presidents of Kentucky's postsecondary education institutions for their leadership and commitment to student success. Special thanks also to our generous sponsors.

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